

COMMONWEALTH GRADUATE ENGINEERING PROGRAM

POLICIES AND PROCEDURES MANUAL



Revised July 22, 2012

**Commonwealth Graduate Engineering Program
Policies and Procedures Manual
2011 – 12**

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Overview

The Commonwealth Graduate Engineering Program (CGEP) was formed in 1983 as a mechanism by which masters-level graduate engineering education could be made available to working engineers in the Commonwealth of Virginia and beyond. The participating universities developed the program in response to the continuing education needs of engineers working in Virginia companies and government organizations. Originally, and today, the program offers graduate engineering courses, leading to either a non-research Master of Science or a non-research Master of Engineering degree, by means of distance learning technology. Masters degrees are available through CGEP from five participating universities - George Mason University (GMU), Old Dominion University (ODU), the University of Virginia (UVA), Virginia Commonwealth University (VCU), and Virginia Tech (VT). In addition to a primary focus on Virginia's working engineers, the program seeks to use the digital availability of its courses to enhance learning at the five participating universities and to disseminate engineering knowledge beyond the bounds of the Commonwealth of Virginia.

The program has several guiding principles that have served participants well throughout the program's lifetime:

1. The program is designed to provide a complete masters degree using distance learning technology.
2. Courses offered through this program are the regular on-campus courses.
3. All students, both on-campus and off, can communicate with each other by means of two-way audio and video connections.
4. Course receive sites are supported by regional institutions, university higher education centers, federal government organizations, or industrial education offices.
5. All classes are captured digitally (i.e. archived) and available for viewing by students.
6. There is no subscription fee for corporate sites. Firms are required to have in place and to support the necessary distance learning technology facilities if they want to connect into the program as a receive location. They must also agree to provide a baseline of academic program support to students at their location.
7. There are formal evaluation procedures in place that examine the performance of students, the satisfaction of students, and the reliability and quality of the course delivery technology.
8. The program has been developed in response to the combined interests of technology companies in Virginia.

This document summarizes the current policies and procedures that guide CGEP operations. The policies and procedures listed here have been agreed to by the five participating universities. All five universities agree to implement and abide by these policies and procedures.

Program Leadership and Oversight

CGEP Directors

From the outset of the program in 1983, each of the participating universities has appointed a professional administrator to serve as lead point-of-contact for their university's participation in CGEP. These administrators are most often assistant or associate deans within the engineering schools of their respective universities. Currently the following individuals serve in the role of CGEP director for their institution:

Dr. Peggy Brouse
Associate Professor
Volgenau School Engineering
George Mason University
Ph: 703-993-1502
Em: pbrouse@gmu.edu

Dr. James Groves
Assistant Dean, Research & Outreach
School of Engineering and Applied Science
University of Virginia
Ph: 434-924-6261
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Dr. Glenda Scales
Associate Dean, International Programs
and Information Technology
College of Engineering
Virginia Tech
Ph: 540-231-2143
Em: gscales@mail.vt.edu

Dr. Linda Vahala
Associate Dean
Frank Batten College of Engineering
and Technology
Old Dominion University
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Em: lvahala@odu.edu

Dr. Rosalyn Hobson Hargraves
Associate Dean for Graduate Studies
School of Engineering
Virginia Commonwealth University
Ph: 804-828-8308
Em: rhobson@vcu.edu

CGEP Program Administrators

In addition to the CGEP directors at all five schools, each institution has a CGEP program administrator who oversees the day-to-day operation of CGEP activities associated with their individual school. Currently the following individuals serve in the role of CGEP program administrator for their institution:

Cindy Slaton
Volgenau School of Engineering
George Mason University
Ph: 703-993-5557
Em: cslaton@gmu.edu

Marcus Woody
Frank Batten College of Engineering
and Technology
Old Dominion University
Ph: 757-683-3789
Em: mwoody@odu.edu

Rita Kostoff
School of Engineering and Applied Science
University of Virginia
Ph: 434-924-4051
Em: rfk2u@virginia.edu

Pavani Davuluri
School of Engineering
Virginia Commonwealth University
Ph: 804-828-0266
Em: davulurip@vcu.edu

Lisa Burns
College of Engineering
Virginia Tech
Ph: 540-231-9754
Em: lkburns@vt.edu

CGEP Technology Leaders

From its earliest days, CGEP has relied upon distance learning technology to accomplish its goal of educating working engineers at a distance. Currently the following individuals serve as key decision makers regarding CGEP technology employed by their institution:

Jonathan Goldman
Volgenau School of Engineering
George Mason University
Ph: 703-993-3506
Em: jgoldman@gmu.edu

Andy Casiello
Academic Technology Services
Old Dominion University
Ph: 757-683-5314
Em: acasiell@odu.edu

John Payne
School of Continuing and
Professional Studies
University of Virginia
Ph: 434-982-5344
Em: jpayne@virginia.edu

Anil Chatterji
School of Engineering
Virginia Commonwealth University
Ph: 804-828-1261
Em: anilc@vcu.edu

Dale Pokorski
College of Engineering
Virginia Tech
Ph: 540-231-9754
Em: dale@vt.edu

CGEP Funded Receive Site Administrators

Within CGEP, three receive sites are given money each year by the Virginia General Assembly to support their operation on behalf of the program. At a minimum, their duties include those listed later in this document under the heading “Receive site duties and expectations.” The contact information for the three funded receive site administrators is as follows:

Fredericksburg, Stafford Campus
Lynn Hamilton
University of Mary Washington
College of Graduate and
Professional Studies
121 University Blvd
Fredericksburg, VA 22401-5358
Ph: 540-286-8012
Em: lhamilton@umw.edu

South Boston
Amy Cole
The Southern Virginia Higher Education Center
820 Bruce Street
South Boston, VA 24534
Ph: 434-572-5441
Em: amycole@svhed.org

Lynchburg
Nikita (Nick) Soukhanov, Program Director
Center for Advanced Engineering and Research
3506 Wards Road
Lynchburg, VA 24502
Ph: 434-832-7831
Em: nis@caer.us

CGEP Advisory Board

Since 2003 CGEP has had an advisory board that supplies the CGEP Directors with valuable guidance regarding the ongoing administration and development of the program. The board meets twice each year, on the first Tuesday in April and October, at locations around Virginia. The board is comprised of sixteen leaders from the distance learning community, e.g. corporate and state representatives, university faculty and administrators, and CGEP students. Each board member is appointed to a four year term that begins with the fall meeting each year. When a board member's term expires, she or he may be invited to renew as a board member for another four years, or the mutual decision may be made to invite a new individual onto the board. The current membership of the board is as follows:

Ex Officio

Liz Povar - VEDP, Deputy Director (Richmond)
Diane Vermaaten – SCHEV

Term Expires in 2013

Debbie Bardine – NSWC Dahlgren
Mark Cruise – Altria
Bill Pfister – Babcock, Wilcox, CGEP Alumnus
Mark Pierson – CGEP Instructor, VT

Term Expires in 2014

Roger Blankenship – Western Virginia Water Authority
Zuzana Steen – Micron
Brian Warner – Rolls Royce
Jim Wrightson – Lockheed Martin

Term Expires in 2015

Bob Bailey - Exec. Dir. Center for Advanced Engineering and Research (Lynchburg)

Dan Cherry – NASA Langley (Hampton)

Mary Haddad – SCHEV-State Council of Higher Education for Virginia

Term Expires in 2016

Gary Fuller – Newport News Shipbuilding – Huntington Ingalls Industries

Colin Britcher – CGEP Instructor, VT

Tom Overby – Former CGEP Dir., VCU

Role of the Advisory Board

Mission statement: The Commonwealth Graduate Engineering Program (CGEP) Advisory Board will enhance CGEP's service to the Commonwealth of Virginia as the distance-learning provider of post-baccalaureate education for practicing engineers and scientists who want to maintain and enhance their skills. The CGEP Advisory Board is expected to provide:

Strategic Focus

- Offering an additional perspective to CGEP regarding the science and engineering higher education interests of corporate Virginia.
- Identifying improved ways in which to use existing state revenues for science and engineering post-baccalaureate education.
- Acting as a CGEP advocate to the state legislature or federal funding agencies when new resources are deemed necessary by the CGEP Advisory Board and the five CGEP schools.

Customer Focus (Student or Employer)

- Critiquing CGEP's current program of course delivery, degree offerings, and student recruitment.
- Critiquing CGEP's plans for curriculum development and faculty incentives, infrastructure investment, and program marketing and recruiting.

Employer Focus (New Customers)

- Recommending to the CGEP Directors a prioritized list of CGEP activities
- Indicating where the Board believes resource investments will generate CGEP growth and success.

Composition: The CGEP Advisory Board will be composed of individuals who can bring value to CGEP. CGEP Advisory Board members will not necessarily be employed by industry. The value of an individual member shall be defined by his or her ability to provide strategic, customer, or employer insight. Specifically, it is expected that members of the board will have the ability to:

- Direct CGEP toward organizations (e.g. companies, national labs, military facilities) and education program offerings that will contribute to growth of CGEP enrollments.
- Recommend effective investments of CGEP resources.
- Identify profitable engineering science education markets into which CGEP can expand.

- Advocate CGEP in the Virginia state legislature when the program deems new state resources to be necessary for continued program development.
- Express support for CGEP proposals to federal funding agencies for resources to enhance the distance education offerings of the program.
- Offer a unique, valuable perspective on engineering science higher education in Virginia.
- Provide insight into how best to make distance education a rewarding experience for faculty teaching in the program.
- Provide insight into how best to motivate companies to enroll their students in CGEP course and degree offerings.

State Chair Position

Since the program's early days, one of the CGEP directors has agreed to serve as the overall program's primary point-of-contact and guide. Since 1983, the following individuals have served in this capacity:

Mike Mullen	SCHEV	1983 - 1985
Tom Haas	Virginia Commonwealth University	1985 - 1998
Bernie Bohm	Old Dominion University	1998 - 2001
Glenda Scales	Virginia Tech	2001 - 2004
James Groves	University of Virginia	2004 - 2008
Sharon Caraballo	George Mason University	2008 - 2011
Rosalyn H Hargraves	Virginia Commonwealth University	2011 - 2012
Linda Vahala	Old Dominion University	2012 - Present

Rotation Schedule for State Chair Position

During the 2002 - 2003 academic year, the CGEP directors discussed the idea of creating a more formal and regular rotation of the CGEP state chair position among the five participating universities. Following discussions, the Directors agreed that the state chair should serve for a three year term, beginning on July 1st of a given year. They also agreed that the rotation should proceed in the following order: VCU, ODU, VT, UVA, and GMU. (Note: Due to the change in CGEP directors at GMU in early 2007, the decision was made to delay the transition of state-chair to GMU by one year, to give Sharon Caraballo time to settle into her new duties within CGEP.)

State Chair Responsibilities

The CGEP state chair agrees to take on a set of responsibilities on behalf of the entire organization during her or his tenure. These include:

- Coordination and submission of the CGEP Annual Report to SCHEV, with input from all entities supported by the state for CGEP activities.
[March - May]
- Presentation of the CGEP Annual Report to SCHEV. [May]
- Coordination of the semi-annual CGEP Advisory Board meetings.

[April and October]

- Organization of CGEP teleconferences throughout the academic year.
[Monthly during academic year]
- Organization of the face-to-face CGEP Directors meetings.
[Spring, Fall]
- Organization of the CGEP annual conference.
[June]
- Representation of CGEP at periodic state or other meetings related to distance learning and engineering.
[Ongoing]
- Update and electronic dissemination of a common CGEP marketing brochure.
[Ongoing]
- Hosting and maintenance of the statewide CGEP web site (cgep.virginia.gov).
[Ongoing]
- Update of the CGEP Strategic Plan.
[Once during tenure]
- Update of the CGEP Marketing Survey
[Once during tenure]
- Maintenance and update of the CGEP Policies and Procedures manual.
[Ongoing]
- Distribution of shared funds
[Ongoing – timing??]

Financial Support of State Chair Activities

From its start, CGEP has not had a central budget. Rather, all CGEP monies from the state have been distributed directly to the individual state-funded entities that perform activities as part of the program. Thus, there is no pre-established state chair budget. During 2002-2003, the CGEP Directors discussed and agreed that the state chair could reasonably request reimbursement from the five CGEP universities for expenses incurred as the result of state chair activities. For such reimbursement, the state chair is asked twice per year to provide estimates of upcoming expenses, at the start of the academic and calendar years. These estimates allow the other CGEP schools to plan their budgets accordingly. Billing for expenses is also encouraged to be done twice per year, in December and May. The percentage of state chair expenses billed to each CGEP school will be in direct proportion to its General Fund allocation from the state for CGEP activities.

All activities listed in the section on “State chair responsibilities” constitute items for which the state chair may reasonably incur expenses and request reimbursement from the CGEP universities. In several instances, e.g. CGEP advisory board meetings and annual conferences, the event may not be hosted by the state chair’s own institution. Thus, the CGEP university hosting such events can incur expenses and subsequently submit an invoice to the state chair for reimbursement handling. The reasonable cost of those events should be agreed upon by the state chair and host institution prior to the occurrence of the event. The costs associated with the annual conference will not be shared. Instead, the annual conference will rotate to each CGEP school in turn, with the host institution bearing the cost of the meeting in that year.

It is recognized that conducting the duties of the CGEP state chair will require the time of that CGEP director and the assistance of a staff administrator. These personnel expenses should be covered by the home institution of the CGEP state chair. As the state chair position rotates to each CGEP school, each institution will similarly have to bear these personnel expenses. Thus, over time, the financial burden to the CGEP schools of the state chair responsibility will be shared.

Distribution of Shared Funds

CGEP currently receives \$145,000 per year of state funds to support the sharing of nanotechnology courses. Periodically CGEP may also receive other state, federal, or private funds that are to be shared among the CGEP universities. The distribution of such shared funds is guided first by the awarding agency and then by a consensus of the CGEP Directors.

State Support for CGEP

Since its formation in 1983, CGEP has received financial support from the Commonwealth of Virginia for its operation. This state funding has come in the form of both General Fund (tax dollar) allocations and Non-General Fund (tuition authorization) allocations to the five CGEP schools as well as to select receive locations in the Commonwealth (Lynchburg, the University of Mary Washington, and the Southern Virginia Higher Education Center). The receipt of CGEP funds entails a commitment to use those funds to support CGEP activities. In the current fiscal year, these allocations are as follows:

	General Fund	Non-General Fund
George Mason University	\$289,614	\$124,120
Old Dominion University	\$431,013	\$198,244
University of Virginia*	\$527,610	\$468,850
Virginia Commonwealth University	\$332,140	\$168,533
Virginia Tech	\$869,882	\$436,357
Southern Virginia Higher Ed Center	\$29,050	\$0
University of Mary Washington	\$80,483	\$36,130

* The University of Virginia allocation includes \$117,642 per year that is passed through to the community of Lynchburg to support CGEP operations there. It also includes \$132,675 per year

in both General Fund and Non-general fund monies for nanotechnology course sharing by all of the CGEP universities.

In addition to these state mandated expenditures, the CGEP institutions provide additional non-general fund monies to support CGEP activities at their schools.

In 2006, the state provided an additional allocation of money to the CGEP schools to support nanotechnology course sharing between the schools and high technology companies in the Commonwealth. This additional allocation was \$150,000 per year. In 2007, state budget cuts reduced that allocation to \$145,000 per year. These reductions continued through FY11 to a new allocation of \$132,675. These monies reside at the University of Virginia and are allocated to the CGEP schools annually based upon agreement of the CGEP directors.

State Council of Higher Education for Virginia (SCHEV)

When the General Assembly of Virginia originally made funds available for the operation of CGEP, they made those funds available as an explicit line item in the state budgets of all five schools. Thus, the universities are required to spend at least that amount of money each year on CGEP. The General Assembly also stipulated that the CGEP monies would be released to the schools once an annual report and next year operating plan had been submitted to, reviewed, and approved by the State Council of Higher Education for Virginia (SCHEV).

Each spring, all organizations receiving state funds for their CGEP efforts contribute to an annual report and operating plan document. That document is submitted to SCHEV during April, and CGEP makes a presentation at the spring meeting of SCHEV in May to summarize the recent and upcoming activities of CGEP. If there are no concerns with the report or presentation, SCHEV then approves the release of funds. During report preparation and submission, CGEP works closely with a member of SCHEV to ensure that all information in the report is accurate and useful. At present, that SCHEV point-of-contact is:

Ms. Diane Vermaaten
Finance Policy Associate
State Council of Higher Education
James Monroe Building
101 N 14th Street
Richmond, VA, 23219
Ph: (804) 371-4290
Fx: (804) 225-2604
Em: dianevermaaten@schev.edu

Annual Report and Operating Plan Submission to SCHEV

Each year, CGEP is required by the Virginia General Assembly to submit to SCHEV an annual report and operating plan. Submission usually occurs in April, and all organizations that receive CGEP state funds are required to contribute to the report. The specific information included in the report is determined by SCHEV, in consultation with the CGEP directors. Following internal SCHEV review, the CGEP state chair formally presents the report and plan to SCHEV at its spring

meeting in May. If SCHEV finds the annual report and operating plan to be acceptable at its spring meeting, it approves the release of CGEP funds for the next fiscal year.

Broad Policies and Procedures

With the inception of CGEP in 1983, the five participating universities developed and agreed to a set of broad policies which would guide the operation of the program. Those policies are periodically updated, and the current, guiding policies are summarized below.

Degrees and Courses Available Via CGEP

CGEP exists primarily to provide engineering masters degree opportunities to working engineers in Virginia. Other qualified individuals may also enroll in the masters degree program opportunities available through CGEP. To earn a degree using the course offerings of CGEP, an individual must apply for admission to and be accepted into a degree program at one of the five CGEP universities. The university that accepts an individual into a degree program becomes that student's "home institution." An up-to-date listing of the available degrees and application processes can be found through CGEP's web site: cgep.virginia.gov.

Qualified individuals are also able to take courses through CGEP on a non-degree, continuing education basis. An up-to-date listing of the available courses and registration processes at each of the CGEP universities can be found through CGEP's web site: cgep.virginia.gov.

Additionally, courses offered into the distance environment by a CGEP university as part of that university's CGEP participation are potentially available to students at any of the other CGEP universities. Details on such inter-university course sharing are provided in this document's section entitled "Course sharing between CGEP universities."

CGEP Students

CGEP students are:

- Those individuals studying towards a non-research master's degree from one of the five CGEP universities, on a part-time basis, at a location other than one of their home institution's graduate school residency locations.
- Qualified non-degree students who take individual CGEP classes for credit.

Course Offerings

For courses that will be made available as part of CGEP, the CGEP universities seek to follow the schedule given here. By following this schedule, CGEP presents a professional face to the outside world and gives working engineers, in a timely manner, the information they need to plan their continuing education.

For courses to be made available during a fall semester, this schedule should be followed during the preceding academic year:

September 1 - January 15
January 15

Identify courses and associated faculty instructors
Obtain formal syllabi from faculty

February 15 Confirm course sharing plans and list those plans on the statewide web site: cgep.virginia.gov. Listing should include all course information, including instructor, time of offering, and available receive sites.

For courses to be made available during a spring semester, this schedule should be followed during the preceding year:

January 15 - April 30	Identify courses and associated faculty instructors
April 30	Obtain formal syllabi from faculty
May 15	Confirm course sharing plans and list those plans on the statewide web site: cgep.virginia.gov. Listing should include all course information, including instructor, time of offering, and available receive sites.

For courses to be made available during the summer, this schedule should be followed during the preceding year:

September 1 - October 15	Identify courses and associated faculty instructors
October 15	Obtain formal syllabi from faculty
November 1	Confirm course sharing plans and list those plans on the statewide web site: cgep.virginia.gov. Listing should include all course information, including instructor, time of offering, and available receive sites.

In addition to the annual decision-making schedule listed here, each CGEP university is encouraged to develop a long-range plan of course offerings that shows which courses are expected to appear in the CGEP distance environment in the next several years. A long-range plan that projects at least three years into the future is encouraged. The long-range plan information should be posted on the individual CGEP web sites of the five CGEP universities.

Degree Offerings

All of the CGEP schools offer only masters degrees through the program, and all of those masters' degrees require students to complete a total of ten courses for their degree. The masters degrees offered through CGEP are not research-based master's degrees. The master's degrees available via CGEP are listed on the program's web site: cgep.virginia.gov

Course Transfer Rule

CGEP students may earn up to 50% of the graded credit hours needed to satisfy the minimum requirements for their graduate degree through transfer from another CGEP university. All such credits must have earned grades of "C" or better, have been earned while in good standing in graduate status, and must have been offered for graduate credit at the institution where the student took the courses. All transfer courses must be approved on the student's Plan of Study

and must have been completed within the time limits prescribed for satisfying degree requirements.

Credits are approved for transfer to the CGEP graduate degree at the time that the student's Plan of Study is approved. Official transcripts are required before transfer course work can be approved for the Plan of Study. Courses transferred into a Plan of Study from one of the other CGEP universities are counted both as credit hours and during calculation of the student's GPA.

Holiday Schedule

At some point in time, most CGEP classes overlap with state and federal holidays. The five CGEP universities do not always adhere to the same schedule of observance for holidays. Receive sites must accommodate all scheduled class sessions. Thus, it is imperative that CGEP program administrators confirm and distribute their institution's holiday schedule both on their own web site as well as on the state's CGEP web site: cgep.virginia.gov. It is recommended that, prior to the start of an academic semester, the state chair use a CGEP teleconference to review the holiday schedules of the institutions.

Posting of Information to the State-Wide Web Site

As a key element of ongoing CGEP marketing and visibility activities, the program maintains a unified web site: cgep.virginia.gov. It is the responsibility of the CGEP state chair to make certain that the overall web site is up to date. It is the responsibility of the individual CGEP directors and their program administrators to ensure that the specific course and degree program offerings of their school are up to date. Information on the statewide web site must not become outdated. The provision of current information on upcoming semester schedules and course offerings must be a top priority.

Statement on Technology

From its earliest days, CGEP has been a national leader in the use of technology for the transmission of graduate engineering courses to students at a distance. Today, CGEP should continue to be a leader in the use of technology for such purposes. It is critical that all CGEP universities, directors, and technology support staff work together to maintain the program's position at the forefront of distance learning technology.

One of the unique features of CGEP is the manner in which it draws together five universities for the mutual distribution of graduate engineering courses. From the outset the program was envisioned as a cooperative graduate engineering program, and students have been encouraged to take advantage of the different course offerings of the five schools. To facilitate student access to courses, it is important that the CGEP universities use broadly similar technologies for their course transmissions. Such efforts will make the student experience as seamless and comfortable as possible as students draw upon the courses of multiple CGEP universities. Recognizing that each CGEP university's technology decisions and directions will be determined in large part by other activities at their individual institution, it is nonetheless critically important that the CGEP universities cooperate, coordinate, and, to the extent possible, utilize compatible technologies.

Introduction of New Degrees

Periodically, a CGEP university may wish to introduce a new certificate or degree program for delivery through CGEP. Prior to the public listing of such offerings, the CGEP University that wishes to make the new offering should provide the CGEP Directors with a summary of the new offering and a formal “notification of intent” for listing. The notification of intent should indicate the following:

- Certificate or degree title
- Brief summary of the new offering
- Mode of delivery
- Number, description, and timeline for courses to be delivered
- Programmatic resources necessary to support the program.*

* Programmatic resources are those resources outside the direct control of an individual CGEP university. For instance, if the requesting university would like to broadcast the new program to CGEP’s Lynchburg receive site, the request should state that fact. CGEP operations in Lynchburg are supported by CGEP programmatic resources.

CGEP assumes that the university introducing the certificate or degree has considered and addressed any accreditation issues associated with the offering of a program through CGEP.

“Notifications of intent” can occur at any time and should be submitted to the CGEP State Chair for handling. Prior to public listing of new certificates or degrees, all CGEP Directors must have an opportunity to review the notice and ask questions related to the new development. Public listing of new certificate or degree program should occur with the consent of the CGEP Directors.

Removal of Old Degrees

Periodically, a CGEP university may discontinue the offering of a degree program in the distance environment. When such a decision is made, the university offering the degree should first ensure that there are no students working towards the degree who will be adversely affected by the program’s removal from the distance environment. Then, the CGEP university should notify the other CGEP universities and update the CGEP web sites.

Recording of Class Sessions

Currently CGEP makes the majority of its courses available in a live (synchronous) distance learning format. CGEP universities are strongly encouraged to capture those course transmissions for later playback and review since many CGEP students are working engineers with busy travel and work schedules. Access to recordings of individual class sessions can help such students to make timely progress through their courses. Yet, CGEP does not advocate that students use the recordings of synchronous class sessions as their primary method of class participation. While asynchronous course content delivery is recognized as a valid and valuable means of education, asynchronous viewing of synchronous class sessions is not necessarily sound pedagogy. Students should not have the expectation that they can participate in a

synchronous class by watching the majority of the course content delivery in an asynchronous manner. CGEP leaves decisions about access to course recordings to the individual faculty members teaching courses for the program.

Course Sharing Between CGEP Universities

From the early years of CGEP, one of the program's components has been the sharing or cross-listing of courses between consortium schools. This section presents critical information regarding the policies and procedures for CGEP inter-university course sharing.

Timeline for planning cross-listed courses

When CGEP courses are to be shared between schools in the consortium, it is the expectation of the consortium that preparations for sharing will occur on the schedule presented here. If course information is not provided on this schedule, there should be no expectation on the part of broadcast or receive universities that courses will be shared during the semester in question.

For courses to be shared during a fall semester, this schedule will be followed during the preceding academic year:

September 1 - January 15	Identify courses and associated faculty instructors
January 15	Exchange formal syllabi
January 15 - March 15	As needed, process syllabi through internal approval processes
March 15	Confirm course sharing plans at all participating CGEP universities. List those plans in student registration systems and on the statewide web site: cgep.virginia.gov

For courses to be shared during a spring semester, this schedule will be followed during the preceding year:

January 15 - April 30	Identify courses and associated faculty instructors
April 30	Exchange formal syllabi
April 30 - October 15	As needed, process syllabi through internal approval processes
October 15	Confirm course sharing plans at all participating CGEP universities. List those plans in student registration systems and on the statewide web site: cgep.virginia.gov

For courses to be made available during the summer, this schedule should be followed during the preceding year:

September 1 - October 15	Identify courses and associated faculty instructors
October 15	Exchange formal syllabi

October 15 - December 15	As needed, process syllabi through internal approval processes
December 15	Confirm course sharing plans at all participating CGEP universities. List those plans in student registration systems and on the statewide web site: cgep.virginia.gov

Tuition for cross-listed courses

When students enrolled in a degree program at a CGEP university take a course that originates from another CGEP university, the students will register and pay tuition for that class at their home institution. The tuition collected for such courses does not transfer between institutions but rather remains at the student's home institution. It is the responsibility of the CGEP directors and program administrators to ensure that courses approved for cross-listing are set up in their course registration system in a timely manner to ensure student registration access.

Timeline for Cancellation of Courses for No Enrollment

From time to time, a scheduled CGEP course does not produce any distance enrollments. CGEP universities are strongly encouraged to deliver a course into the distance environment for at least four class sessions before removing the course from the distance broadcast schedule. Please see CGEP director for originating school for cancellation policy as policies vary by university.

Receive Site Duties and Expectations

Using interactive video conferencing technology, CGEP courses are made available to students at specific locations known as receive sites. (The current list of approved CGEP receive sites is found on the program's web site: cgep.virginia.gov.) For a location to serve as an official, approved CGEP receive site, an appropriate site administrator at the location must agree to ensure that the CGEP standards of technical and academic support are met. These technical and academic support requirements are crucial aspects of the program, in part because of accreditation standards that regulate the universities.

Each of CGEP's participating universities is accredited by the Southern Association of Colleges and Schools (SACS). As part of its accreditation activities, SACS seeks to ensure that the educational experience and learning outcomes of distance students is comparable to that of on-campus students. As part of their periodic accreditation activities, SACS reviews distance learning activities, looking at institutional commitment, curriculum and instruction, faculty support, student support, and evaluation / assessment. The quality of technical and academic support provided by CGEP's receive sites is a critical component that helps to ensure that SACS reaccredits the CGEP delivery of courses to each and every receive location.

<http://www.sacscoc.org/pdf/081705/distance%20education.pdf>

Official receive sites can agree to support just the academic needs of CGEP, or they can agree to support both the technical and academic needs of CGEP. CGEP's academic and technology expectations for receive sites are as follows:

Academic

1. An academic site coordinator must be designated at the receive site. The full contact information for this individual must be provided to all CGEP schools that make courses available at the given receive site.
2. The academic site coordinator should determine the number of courses that the receive site can support during a given semester and transmit that information to CGEP.
3. Throughout any academic semester students may need to send and receive hardcopy homework and handout materials. CGEP asks that the academic site coordinator collect and distribute all such materials that need to be transferred to and from students. Such materials for distribution will be received at the site by mail delivery (e.g., UPS). Materials for submission to the CGEP university should be sent to the schools by a similar mail delivery process, as specified by the individual CGEP schools. Timely submission of materials is critical to student and course success. Mail delivery from the receive sites must be paid for by the receive sites.
4. CGEP academic site coordinators can expect to receive test and exam handling guidelines with sufficient advance notice to allow for professional class support.
5. CGEP academic site coordinators are expected to coordinate in-class exams according to instructions forwarded from the CGEP broadcast university, including providing a proctor for each exam or test if needed. Coordinators can reasonably be expected to monitor time limit, closed or open book test administration, general test taking processes (e.g. student eyes on their own test), and any other requirements set by the instructor.
6. CGEP academic site coordinators are asked to distribute information about future CGEP course offerings to active and prospective students at their receive site.
7. From time to time, CGEP may schedule a prospective student open house event at a receive site. The CGEP academic site coordinator is asked to determine interest in such events and to assist in scheduling such an open house if student interest is sufficient.

Technical

1. Receive sites are responsible for providing and maintaining equipment that is fully compatible with CGEP course transmissions.
2. Receive sites are expected to make their facilities available to students each time that class sessions occur. Course transmissions usually occur on a regular schedule. Thus, it should be possible for receive sites to organize their facility schedules confidently for months at a time.
3. A technical point-of-contact (POC) must be designated at the receive site. The full contact information for this individual must be provided to all CGEP schools that transmit courses into the given receive site.
4. The technical site coordinator should determine the number of courses that the receive site can support during a given semester and transmit that information to CGEP.
5. The technical POC for the receive site is responsible for ensuring that the technology for all class sessions is functioning properly for their site. Prior to the start of a given semester of course broadcasts, the technical POC is strongly encouraged to initiate test connections with all CGEP broadcast universities that will be transmitting courses to that location that semester.

6. Technical POCs are not expected to be immediately available throughout each and every class session. However, CGEP students at a receive site should be told how to contact the technical POC.
7. A technical contact person must be available on site at the receive site until the start of the final video conference class of the day. This person need not be the technical POC, but must be able to perform the first level of troubleshooting, and should have telephone numbers for the technical points-of-contact at the broadcast universities.
8. If a particular class session has technical problems, the technical POC is responsible for following up with the CGEP technical staff no later than the following business day to discuss and resolve the problem. Contact information for CGEP technical staff is available on the program's web site: cgep.virginia.gov.

If a receive site is found by CGEP to be providing substandard technical and/or academic support to the program, the CGEP directors will provide written notice to the site of the specific deficiencies identified. Following notification, the receive site in question will be given a reasonable length of time to modify support activities and to bring them in-line with CGEP expectations. If deficiencies continue, the receive site may be dropped from the CGEP network following written notification. Termination of broadcasts will not occur during an academic semester. Efforts will be made to ensure that students are not academically disadvantaged by site termination. The CGEP universities will make every effort possible to ensure the continued, successful operation of all receive sites. Still, basic standards of operation must be continued so that all students have an equal opportunity to learn and succeed.

Creation of New Receive Sites

In accordance with SACS accreditation guidelines, individual CGEP universities can at any time establish a new course receive site. To establish a new receive site, CGEP universities are expected to provide the prospective site with the CGEP receive site guidelines articulated above. Following review of the guidelines, a responsible individual at the receive site should sign and return a copy of the guidelines to the CGEP director. Signature of such a document is considered an indication that the receive site agrees to the standards articulated by CGEP. At the same time, academic and / or technical point-of-contact information should be provided. Once a receive site has been established, all CGEP directors should be notified of the addition to the CGEP network. They should also be informed about the ability of the receive site to support multiple course transmissions.

Offering of Courses to Individuals in a Distance Environment

As the technology of distance learning has evolved, it has become increasingly feasible to connect individual students into CGEP classes. Each CGEP university should consider whether or not such connections effectively link individual students into a learning community. The CGEP universities are urged to consider the academic requirements of such connections, particularly in light of SACS accreditation standards for all programs at the CGEP universities:

<http://www.sacscoc.org/pdf/081705/distance%20education.pdf>